**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 4 – Student Object Choice (Day 4)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Class made Ten Apples Up On Top**  **Pictures of sets** | | **Student: White Boards**  **Markers** | | | **Count**  **Sets** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.1, K.CC.2 and K.CC.3 Counting objects to 30, skip count to 30, count on to 30 and writing numbers 0-20.** | | | | | |
| **I Can Statement(s): I can count objects to 30.**  **I can count on to 30.**  **I can write to 20.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) The teacher and students will read the class made Ten Apples Up On Top book. Everyone will count on to 30 after a few pages.** | | | | | |
| **Teacher Directed: Teacher will hold up a picture of a certain number of objects, count them and write the number of objects on the board as she reviews the correct way to form the number. She will continue to do this through number 10.** | | | | | |
| **Guided Practice: Teacher will give each student a white board and marker. Teacher will continue to hold up pictures of objects and together they will count the objects, draw the set (using happy faces, shapes, etc.) and write the number.** | | | | | |
| **Independent Practice: Students will get a partner. One partner will draw a set and the other partner will count the set and write the number on their white board. Together they will count on to 30. They will take turns doing this.** | | | | | |
| **Closing/Summarizing Strategy: Teacher will say: “Write the number that comes after 16.” The students will do this and draw the set.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Sets higher than 20. | | | * Sets less than 20. | | | * Provide number cards for students to look at. |
| **Assessment(s): Teacher observation** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |